

Workshop	Activity	Timing	Activity summary	What we want to work on
<p>G9T1 culture or nature?</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Sex and diversity • Gender • Heteronormativity <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand that the concepts of masculinity and femininity cover a wide range of questions. 2. To understand that gender identity and gender expression are personal choices, and that they include a wide range of options. 3. To understand that the way we usually describe gender is limited, and that the binary division into men and women leads to many stereotypes and discriminatory attitudes. 	<p>SESSION 1</p> <p>1. Who's who?</p>	15'	Activation activity. Guessing game involving gestures.	Becoming aware of how we use gender stereotypes on a daily basis.
	2. Not black or white	20'	Internet or bibliography search.	Discovering that there isn't an unequivocal relationship between genitals and sex, or between gender identity and expression.
	3. For or against	30'	A game to help us learn how to argue a point (activity for reflection using a ball or similar object).	Reflecting on heteronormativity and gender identity.
	SESSION 2 – Him, her, or the whole gang	75'	Composite sketch activity.	Expressing our point of view on the concepts of masculinity and femininity, and coming up with a group consensus on how to define them.
	A1 – Video forum	60'	Videos and an activity for reflection.	Reflecting on the concept of heteronormativity and its limitations.
	A2 – Let's talk about quotes	30'	A dynamic discussion on a series of literary quotes.	Reflecting on the role of gender as a social construct.
	A3 – Building identities	40'	Experiential game of chance: character presentation.	Understanding that gender roles are a social construction.
	A4 – Dreamcatcher	35'	Building a dreamcatcher.	Understanding that gender identity is a personal choice.

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<p>G9T2 Don't get played for a fool!</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Patriarchy • Male chauvinism • New masculinities • Feminisms • Intersectionality • Sorority <p>Objectives:</p> <ol style="list-style-type: none"> 1. Becoming aware of the subtle, constant violence women face as a result of patriarchal culture. 2. Developing a critical view of gender roles and the limitations they impose on women. 3. Becoming aware of feminist movements and their struggle for a society that's fairer for everyone. 	<p>SESSION 1</p> <p>1. Is society male?</p>	15'	Activation activity. Activity for reflection where we look at different photographs and analyse the presence of men and women in each.	Show that men and women have different levels of visibility, and that the star roles are occupied by men.
	2. Where are the women?	20'	In groups, play a game involving remembering the names of famous people in different fields.	Experiment with the fact that most of the famous people that first come to mind are males. Invisibility as a form of patriarchal domination.
	3. We can change our trajectories	20'	Two videos and a reflection.	The way knowledge is transmitted in a patriarchal society, and what we can do to change it.
	<p>SESSION 2</p> <p>Changing roles</p>	90'	Two videos and a role play.	Acknowledging that society pushes us to accept a certain role. Identifying gender stereotypes.
	A1 – The holiday calendar	25'	An activity for reflecting on childhood celebrations and on the contents of a video.	Noticing that our culture begins imposing male patterns on us from a very young age.
	A2 – Free and equal	90'	Video and experiential activity for reflection (a statement in a trial).	Learning about men who promote gender equality and go against the social tide.
	A3 – Female scientists!	25'	Internet search and discussion.	Recognizing the denial of recognition as a form of domination.
	A4– Me, in the future	60'	Imagine our future and reflect after viewing a video o.	Become aware of the influence of stereotypes on men's and women's professional decisions.
	A5 – The power of words	60'	Preparation of a stop-motion video.	Becoming aware of the importance of words when it comes to promoting the feminization of certain professions..

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<p>G9T3 <i>Homo means same</i></p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Gender stereotypes • Gender inequality • Symbolic violence • Micromachoism <p>Objectives:</p> <ol style="list-style-type: none"> 1. Becoming aware that the distribution of gender roles has a strong social component and is a source of violence. 2. Learning to recognize abuses of power in relationships between individuals and groups, especially in terms of gender. 	<p>SESSION 1 1. #LikeAGirl</p>	15'	Starting activity. Representation of several everyday situations. Video and reflection.	Identify the subconscious acceptance of prejudice and stereotypes involving boys and girls.
	2. What role do you play?	30'	In pairs, six students play a roleplaying game with support and/or criticism from their classmates.	Raising awareness about how we accept discriminatory prejudices or messages without even realizing it.
	3. What do the lyrics say?	30'	Analysing songs from a gender-based perspective.	Raising awareness about how we accept discriminatory prejudices or messages without even realizing it.
	<p>SESSION 2 Videominute</p>	90'	Prepare a videominute.	Expressing the group's opinion of gender inequality, symbolic violence and micromachoism.
	A1 – Madonna Woman of the Year	30'	Watch a video and engage in a dynamic reflection.	Becoming aware of the unequal position of women in all spheres of society.
	A3 – Careful with the ads!	30'	Watch videos and engage in a dynamic reflection.	Discussing the distribution of roles and detecting micromachoism in advertising.

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<p>G9T4 There's no accounting for tastes</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Sexuality and sexual diversity • Sexual orientation or preference • Transsexuality/transgender • Queer movement • Genderphobia • Homophobia <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the importance of respect (towards ourselves and towards others). Gain an understanding of diversity to avoid discriminating against others because of their sexual identity. 2. Expand the concept of sexuality; deconstruct the direct relationship between gender and sexuality. 	<p>SESSION 1</p> <p>1. Let's go on a bus ride!</p>	15'	An activating activity involving movement.	Empathizing with individuals who suffer from discrimination.
	2. The adventures of Sirenito	30'	Video and dynamic reflection.	Reflection on the prejudice in gender rules.
	3. Nothing changes	30'	Roleplaying game.	Reflecting on prejudice and the lack of understanding in gender norms.
	<p>SESSION 2</p> <p>Photovoice</p>	120'	Prepare a photovoice.	The need to recognize all individuals as equals, regardless of their sexual orientation, as a first step in avoiding homophobic attitudes.
	A1 – Drag kings & Drag queens	60'	Defining a character (drag king or drag queen) and playing a role (dance).	Breaking taboos on the sex/gender dichotomy.
	A2 – I'm Leo	25'	Video and reflection.	Recognizing sexual diversity and transsexuality.
	A3 – Hi, mum! Hi, dad!	25'	Video and discussion.	Reflecting on the normativity of affection.

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<p>G9T5 neither princes nor princesses</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Types of love • Crushes • Affectivity • Seduction and stereotypes • Myths of romantic love • Myths involving sexuality • Healthy relationships <p>Objectives:</p> <ol style="list-style-type: none"> 1. Building respectful relationships based on equality. 2. Deconstructing the myth of romantic love. 3. Analysing the consequences of believing in romantic love. 	<p>SESSION 1</p> <p>1. Photo call</p>	15'	An activating activity. Organizing a photo call.	Making the stereotypes that shape our worldview visible.
	2. The Most Beautiful Thing	35'	Video and reflection.	The importance of communication and self-confidence in relationships.
	3. The prime of life	25'	Selecting characteristics for the “ideal partner”.	Reflecting on our expectations for partners and realizing that we don’t need another half: we’re all complete individuals.
	<p>SESSION 2</p> <p>Say it in song</p>	90'	Work on a common message about the concepts of love and partners.	Making models for femininity and masculinity visible, along with the types of relationships that predominate in our favourite music.
	A1 – How does love work??	15'	Video and reflection.	Awareness of equality within couples.
	A2 – Our story of rape and reconciliation	30'	Video and reflection.	Becoming aware of the importance of mutual respect within the couple and demystifying the “first night”.
	A3 – Customized love	40'	Watch a video and act out different endings for this story.	Recognizing different types of affection.

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<p>G9T6 being shaped by your surroundings</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Social control and group pressure • Perfect bodies • Treatment of gender in advertising and the media • Hypersexualization <p>Objectives:</p> <ol style="list-style-type: none"> 1. To raise awareness about the power of language and the media in shaping personal relationships and society. 2. To generate a critical view of the manipulative power of advertising. 3. To become aware of how our surroundings influence the way we see ourselves. 	<p>SESSION 1</p> <p>1. No need to be dolls</p>	20'	Video and reflection.	We shouldn't let our surroundings influence us. True beauty lies within.
	2. Being me	30'	Shaping our bodies. Reflection opportunity.	The need to distinguish between who we are and who we want to be. The importance of self-esteem when dealing with group pressure.
	<p>SESSION 2</p> <p>The tree of life</p>	85'	reflect on how we see ourselves.	Becoming aware of what we like best about ourselves.
	A1 - ¿Hypersexualization?	60'	Craft activity. Preparation of a giant mental map.	Reflect on the concept of hypersexualization, its causes and consequences.
	A2 – Does sex sell?	45'	Selection and analysis of advertising. Preparing alternative proposals.	Being aware of the use of sex and gender stereotypes in advertising. Objectivization of men and women.
	A3 – Advertising and stereotypes	20'	Analysis of video advertisements and reflection.	Becoming aware of how advertisements use gender bias to transmit certain messages.

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<p>G9T7 no means no</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Macho violence • Rape culture • Gender violence • Culture of sexual abuse or abuse based on sex (or orientation, or gender identity) • Sexist abuse in recreational spaces <p>Objectives:</p> <ol style="list-style-type: none"> 1. Raise awareness about gender violence and how it becomes accepted. 2. Motivate youth to identify and reject sexist attitudes. 	<p>SESSION 1</p> <p>1. I'll take a stand, too</p>	10'	Video and reflection activity. Activation activity.	Realizing that our attitude can have a positive or negative effect on the decisions of those around us. Seeing that, in some cases, group pressure can help to stop aggressions.
	2. The importance of language	25'	Video and reflection.	Reflecting on the origin of violence through language and on certain jokes that we sometimes see as inoffensive, but that are really the start of a cycle of violence.
	3. The victim's pain	40'	Put together a conceptual map or image summarizing macho violence.	Reflecting on the concept of macho violence and its presence in everyday life.
	<p>SESSION 2</p> <p>Action!</p>	90'	Observe and analyse cases of violence.	Empathize with victims of gender violence. Promote a critical point of view.
	A1 – To change history, we need to talk about history	25'	Reflect on a video on violence within couples.	Becoming aware of the difficulty of recognizing how the cycle of violence starts, and the importance of breaking out of it.
	A2 – For a kiss	25'	Video and discussion.	Empathy towards victims of homophobic violence.
	A3 – Not with your mobile, either!	35'	Detecting things that might constitute cyber harassment, preparation of alternative proposals.	Identify cyber bullying within couples. Becoming aware of the fact that the origin doesn't lie in your mobile phone, it lies in macho behaviour.
	A4 – No one is free from violence	30'	We'll reflect on violent situations we've either witnessed or experienced first-hand.	Becoming aware of the presence of gender violence in different areas of our lives.
	A5 – The order of things	30'	Video analysis and reflection.	Becoming aware of the loneliness and lack of understanding experienced by women who suffer from gender violence.
	A6 – What if we change things?	45'	Analyse a narrative (a story, a song, an advertisement...) from a gender-based perspective and suggest improvements	Becoming aware of the social control we're subjected to from a young age.

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G9T8 Let's go! Key concepts: <ul style="list-style-type: none"> • Microinterventions Objectives: <ol style="list-style-type: none"> 1. Recognize the power of little things. 2. Make students aware of their ability to transform the world around them. 3. Motivate youth to take action and change what they don't like about their surroundings. 	SESSION 1 1. Let's go!	15'	Motivational video and activation activity.	Motivate our group to take action.
	2 – Possible interventions	20'	Find out about awareness-raising activities created by young people.	Stimulating our group's capacity to come up with their own awareness or microintervention campaign and making it a reality.
	3 – It's raining inequality	15'	Identifying elements of gender inequality.	Recognizing examples of gender inequality in the world around us.
	3 – Selecting an idea and a strategy	25'	Decide what to do and how.	Of all the examples of inequality we've identified, we should decide which one to address and how.
	SESSION 2 Take action!	120'	Design our microintervention or campaign.	Motivate students to take action and transform their surroundings. Use their creativity to put together a message promoting gender equality.
	A1 – What can we do in 90 seconds?	50'	Prepare a video on macho violence.	Becoming aware of the many faces of macho violence.
	A2 – Making fun of what we don't like	60'	Using humour to reflect on inequality.	Identifying gender inequality in the world around us.
	A3 – Spaces for everyone	60'	Make suggestions so our spaces are more comfortable for everyone, no matter their gender.	Recognizing spaces with gender-based barriers (diagnosis) and finding ways to eliminate them (proposals for gender-based improvement).